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ABSTRACT

Peer-Assisted Learning (PAL) involves students consciously assisting others to learn, and in so doing, learning more effectively themselves. PAL encompasses peer tutoring, peer modeling, peer education, peer counseling, peer monitoring, and peer assessment, which are differentiated from other more general "cooperative learning" methods. This book presents PAL as a set of dynamic, effective, and flexible approaches to teaching and learning, which can be used in a range of different settings. Providing descriptions of good practice blended with research findings on effectiveness, the chapters detail procedures that can be applied to all areas of the school curriculum, and can be used with learners of all ability levels, including gifted students, students with disabilities, and second language learners. The chapters cover the basis and benefits of peer-assisted learning, peer tutoring, peer facilitation and education, peer feedback, and embedding and extended peer-assisted learning. The chapters are: (1) "Introduction to Peer-Assisted Learning" (Keith Topping and Steward Ehly); (2) "The Psychoeducational Basis of Peer-Assisted Learning" (Hugh Foot and Christine Howe); (3) "Advantages and Disadvantages of Peer-Assisted Learning Strategies" (Larry Maheady); (4) "Key Considerations in the Design and Implementation of Effective Peer-Assisted Learning Programs" (Elaine S. Chapman); (5) "Paired Learning in Literacy" (Keith Topping); (6) "Classwide Peer Tutoring" (Carmen Arreaga-Mayer, Barbara J. Terry, and Charles R. Greenwood); (7) "Reciprocal Peer Tutoring: Developing and Testing Effective Peer Collaborations for Elementary School Students" (John Fantuzzo and Marika Ginsburg-Block); (8) "Disruptive Students as Tutors: A Systems Approach to Planning and Evaluation of Programs" (Charles A. Maher, Brian C. Maher, and Cynthia Thurston); (9) "Tutoring and Students with Special Needs" (Thomas E. Scruggs and Margo A. Mastropieri); (10) "Peer Modeling" (Dale H. Schunk); (11) "Peer Education for Health" (Elspeth Mathie and Nick Ford); (12) "Peer Counseling" (Stewart W. Ehly and Enedina Garcia Vazquez); (13) "Peer Monitoring" (Carlen Henington and Christopher H. Skinner); (14) "Peers Assessing Peers: Possibilities and Problems" (Angela M. O'Donnell and Keith Topping); (15) "Mutual Tutoring: Embedding and Extending Peer-Assisted

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Learning" (Audrey Gartner); (16) "Peer-Assisted Learning beyond School" (Shirley Hill, Brian Gay, and Keith Topping); and (17) "Summary and Conclusions" (Stewart W. Ehly and Keith Topping). Each of the chapters contains references. The book concludes with an Afterword on Lev Vygotsky (Gita L. Vygotskaya). (HTH)

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